**RHHS CURRICULUM MAP**

Course: H4 Unit 6

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| Period of Study: Power/Political Systems | |
| **Common Core STANDARDS/SKILLS:** | **Social Studies Standards** |
|  | 2.1- (analyze interpretations of issues, events, developments and written accounts from different perspectives throughout world history)  2.2 – (distinguish between multiple time periods using timelines)  2.2 – (evaluate different models of periodization of historical events and identify their relevance)  2.2 – (investigate turning points in world history and the long term effects)  2.3 – (analyze the social, political, economic, cultural, and religious contributions/roles of people)  2.4 – (pose analytical questions for further investigation)  2.4 – (interpret and analyze documents/artifacts significant to events in world history)  2.4 – (analyzing world history by detecting bias/distortion of facts and propaganda)  3.1 – (understand how to use various maps)  3.1 – (understand the interactions of social, cultural, political, economic, and religious systems in different regions)  3.1 – (analyze how different forces control and divide the earth’s surface)  3.1 – (explain how technological change affects people, places, and regions)  3.2 – (formulating conclusions from maps, photographs, and other geographic representations)  4.1 – (explore basic concepts of economic principles)  4.1 – (analyze interdependence of world economic systems)  4.2 – (identify and evaluate economic information from various sources including graphs, charts, and tables)  5.1 – (evaluate purposes of government and civic life)  5.1 – (examine different ideas about political systems) |
| **REGENTS THEMES:**  **Change; citizenship; conflict; decision making; diversity; imperialism; justice and human rights; nationalism; nation-state; power and political systems** | **ESSENTIAL Questions:**   1. **Why is government necessary?** 2. **Should more power rest with the people or the government?** |
| **Focus Questions/ Topic Questions**   1. **How can we describe the evolution of democracy in Europe? (1)**   *Topics/Activities: roots of democracy in Athens and the early Roman republic; movement towards constitutional monarchy in England; three scenarios about democracy*   1. **How was the Enlightenment an outgrowth of Absolutism? (1)**   *Topics/Activities: choose two absolute leaders to focus on and two Enlightenment philosophers*   1. **What were the major similarities and differences between the totalitarian dictators of the twentieth century? (1)**   *Topics/Activities: comparative analysis of Hitler, Stalin, Mussolini as modern totalitarian dictators incorporating causes and effects of WWII*   1. ***How does the Cold War show the struggle between democracy and totalitarianism? (2)***   *Topics/Activities: show the correlation between democracy and capitalism, and the possible partnership of communism and totalitarianism* | |
| **INSTRUCTIONAL Objectives SWBAT:** | |
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| **VOCABULARY Tier II and Tier III:** | |
| |  |  |  | | --- | --- | --- | | Democracy  Direct Democracy  Republic  Constitutional Monarchy  Magna Carta  English Bill of Rights  Absolutism  Monarch  Enlightenment  Natural Rights | Divine Right  Totalitarianism  Fascism  Genocide  Great Purge  Censorship  Cold War  Capitalism  Communism  Marshall Plan  Containment |  | | |
| **ASSESSMENT / EVIDENCE/ ACTIVITIES** | |
| Regents Multiple Choice/DBQ  Essay Questions  Analyze Propaganda  One Pager Review Summary  Mapping and Charting  Role-Playing & Simulations  Analyzing Political Cartoons/Pictures  Detecting Cause and Effect Relationships | |
| **RESOURCES/TECHNOLOGY INTEGRATION:** | |
| *Castle Learning*  *Exam Wizard* | |